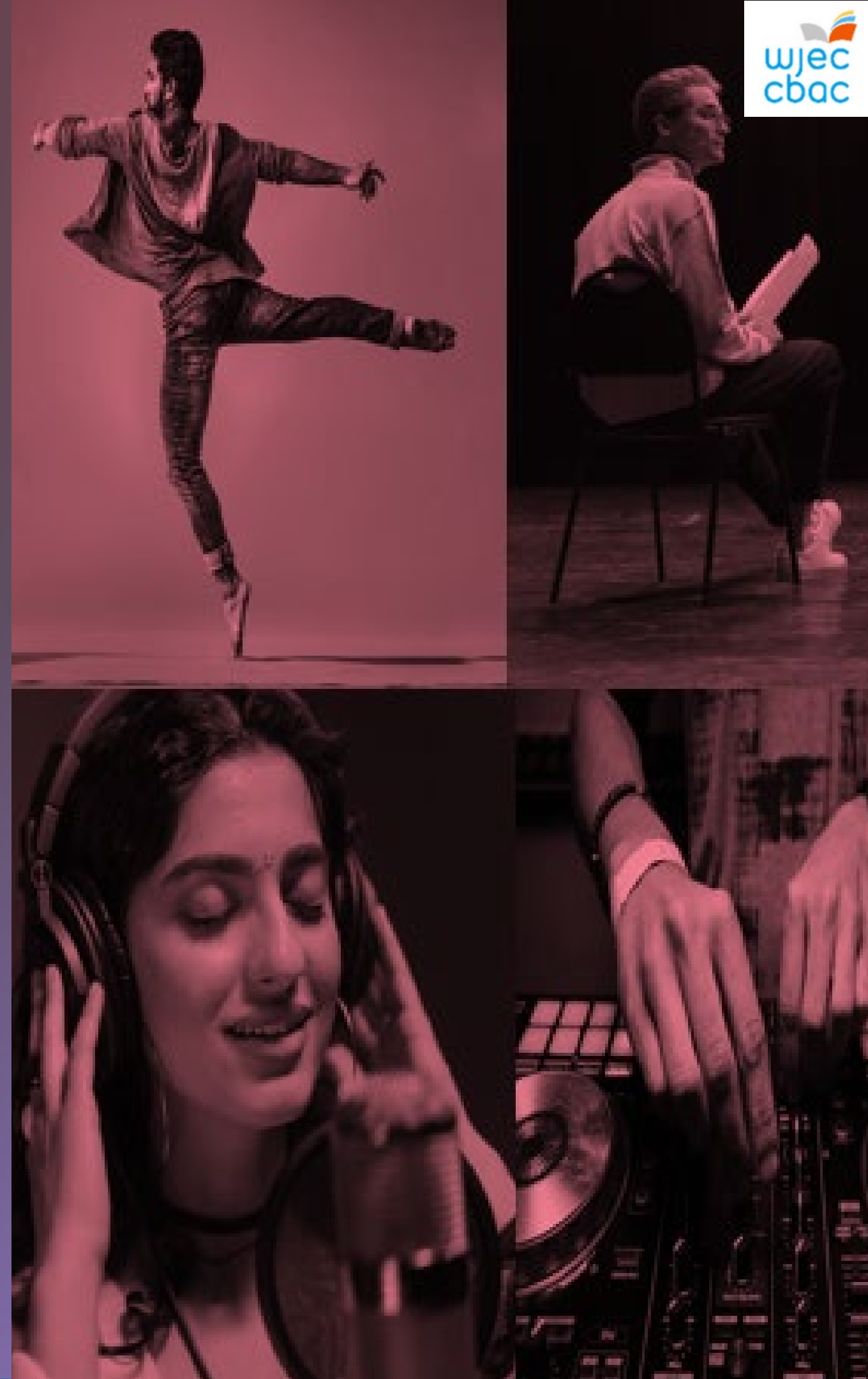


# LEVEL 1 / 2 PERFORMING ARTS

## UNIT 1

### STUDENT GUIDE



# What is this unit about?

In this unit you will select and perform an existing piece of repertoire. You can select to work in any of the following disciplines:

Acting  
Music  
Music Technology  
Musical Theatre

You will need to know the skills and techniques required in order to perform repertoire and the process involved in producing / rehearsing a piece of repertoire.



1. Research
2. Rehearsal Schedule
3. Reflective Log
4. Performance or Presentation
5. Evaluation



# The Brief



The Whittingborn Festival of Performing Arts is an annual event that has been running since 1945. The purpose of the event is to give young people of all cultures an opportunity to perform in a professional venue, express themselves creatively and demonstrate the value of the Performing Arts. The festival attracts a varied audience from different age groups and backgrounds.

The British and International Federation of Festivals (BIFF) will be providing the festival with a team of adjudicators who will be selecting the best performances to be programmed at the festival.



# REHEARSE CYCLE



**R**esearch

**E**xamine

**H**ealth

**E**xplore

**A**pply

**R**efine

**S**hare

**E**valuate

## REHEARSE CYCLE



### Research

What are the demands of the piece you have chosen?

What was the original performance intention?

### Examine

How will your research influence your own creative decisions?

### Health

What do you need to do to be safe as a performer?

### Explore

What rehearsal techniques will you use to develop your skills?

### Apply

How will you apply your skills to your chosen repertoire?

### Refine

What do you need to do to polish your performance?

### Share

Who can you share work in progress with?

### Evaluate

How will you act on feedback?

What do you need to do next?

# Task 1 - Research

For this task you will need to know how work is created by professionals. You will need to know about different practitioners and their styles and consider the original intention of the piece – for example, target audience, key messages. You will also need to show how your research will influence your own work and the impact you want to achieve.



Time: 2 hours



11 Marks



# What Will You Perform?

Will your performance be Acting, Music, Music Technology or Musical Theatre?  
Will it be just one piece, or more than one to make up the time requirement?  
Will it be a solo or group / ensemble piece?  
What is the title?  
Who is the composer / playwright / choreographer?  
What were their intentions for the piece?  
What was the original target audience?  
What is the message / mood? Are there any key themes and ideas?  
What is the style / genre?  
Why did you choose this piece?  
Who will the intended audience be and where will it be performed?  
How does this affect the way you will perform? Think about the relationship between the audience and you as a performer.  
How does this choice fit with your own knowledge and experience?

Performance time should be between **3 – 6 minutes**  
Musical Theatre performances should include at least 2 disciplines  
(acting, dancing or singing)







- Information about the original playwright / composer / choreographer
- The original intention of the piece (was it written for a specific purpose?)
- The mood of the piece and any key messages
- The original style / genre of the piece
- Themes and ideas (consideration of social or historical factors)
- The original performance space
- The original target audience
- New target audience
- The relationship between performer and audience
- Key terminology
- Why you have chosen this piece, how does it fit your skills and experience?
- Why is the piece suitable for the brief?



Task 1B: **Explain** how your research will impact your own creative choices, how has it helped you to prepare?

# Task 2 – Rehearsal Schedule

“Performers need to plan their rehearsal time appropriately in order to develop and refine their work. In this task you will need to make a plan for how you will rehearse / schedule your time leading up to the performance.”



Time: 1 hour



4 Marks



- When will you practice?
- Where will you practice?
- For how long?
- Who will need to be there? (If it's a group performance, will there be times when you need to rehearse separately?).
- What independent rehearsal will you need to do?
- At what point will you need to do different types of rehearsals? for example, readthrough, blocking, dress and technical rehearsals, sitzprobe.
- If it's a Music Technology piece, how will you structure your time to create the sections which will be taken into your final piece of work?





# Task 3 – Reflective Log

“

Professional performers are constantly reflecting on and refining their skills. Task 3 is about showing the progress you are making throughout your rehearsals. You should keep an ongoing log which you update regularly.

”



Time: 3 hours



10 Marks

# The Rehearsal Process

When you rehearse work you will come across hurdles and potential stumbling blocks. Professional performers recognise these and use different strategies to help them get back on track. Think about it in terms of a problem, for example a cut on your hand (**the problem**) how do you solve the problem? You'd likely reach for a plaster to cover the cut while it heals (**the solution or strategy**). You'd then review the cut to see if the plaster has done the job. If it hasn't you might try a different approach.

The same thinking applies to your performance.

**Identify the problem** (for example, the character you are playing isn't coming across as believable)

**Apply a discipline specific strategy** (for example, hotseating)

**Review the solution** (perform and get some feedback, has the strategy worked or do you need to try a different approach?)

Think about the discipline specific rehearsal techniques you could use.



Working performers know how to keep themselves healthy and safe, if they injure themselves then they will likely be unable to work.

As part of your rehearsal process you should consider what any potential risks might be and what you can do to keep yourself healthy and safe. This is more than a general risk assessment which you might find for a performance space (although these are important too). There will be very specific potential risks involved not just in your chosen performance discipline, but possibly also in the piece of repertoire you have chosen to perform.

Have you warmed up appropriately?

Are you wearing appropriate clothing, including footwear?

What steps can you take to protect your voice / body?

Will you be wearing an unfamiliar costume, for example with heels which you will need to practice wearing?

Will you be sitting in one position at a computer for a while?

Will you need to consider the volume of music?







- **What will you do?** Keep a log when you rehearse and note down what you did.
- **How are you using discipline specific techniques?** Don't just say you rehearsed, **explain** the problems you are having, **identify** the discipline specific rehearsal technique you have tried and explain why you are trying this approach.
- **What impact has this had?** Think about how the piece has changed based on what you have done.
- **What feedback have you received?**
- **What do you need to do next?** Think about the whole of the rehearsing process, do you need to go back and do some more research? Does a specific skill need some work, for example articulation, character development, fluidity?
- **What health and safety considerations are there?** How have you / will you address these?



# Task 4 – Performance or Presentation

“In this task, you will perform your work. You should try to perform / present to an audience so that you can get feedback.”



Time: 2 hours



20 Marks

**Setting up your space.** Think about where you are performing, this might be in a dedicated performance space or a classroom. Is it free from clutter? Do you need to think about the lighting? (even if it's adapting the classroom lights if possible if you want to help create a mood) If you are using props or have costume changes, are they placed where you need them? Have you done sound checks? Getting this right before you start will help you to focus during your performance.

**The performance.** You will be marked on the following, as appropriate to your chosen discipline: accuracy, coordination, communication, control, dealing with mistakes, interpretation, technical control. There are also discipline specific criteria, these can be found in the top red box in the mark scheme for [Unit 1](#).

**Dealing with mistakes.** Mistakes may well happen, if they do then it's important to keep calm, take a breath and pick up again where you can.

## Top Tips

**Set up and warm up**

**Keep calm**

**Focus**



# Task 5 - Evaluation

“

You will reflect on the work you have produced and evaluate both the outcome and how successful you have been in meeting the brief.

”



Time: 2 hours



15 Marks

# You should include

**Feedback from others.** What feedback did you get during the process? Did you act on it? How? If not, why not? **Evaluate** how it improved your final outcome. What feedback were you given about your final performance? Don't just repeat it, analyse it, say why the feedback was helpful (or not).

**Intended effect.** How successful was your performance in terms of the intended effect and the target audience? Would your performance have been suitable for the festival given in the brief? Why? Think about style, have you been able to successfully recreate the specific techniques used in the piece? Use examples and details to support.

**Strengths and areas of development.** What skills have you demonstrated? What can you do now that you couldn't before? What would you like to develop further? Make use of the discipline specific skills from the mark scheme for Task 4.

**Professional working practices.** How have you observed this in your work? Include references to health and safety.

**Top  
Tips**

**Analyse and evaluate**

**Don't just describe**

**Give examples**

# Evidence Checklist



Task 1: A) Research into your chosen repertoire  
B) Analysis of how the research will help



Task 2: Rehearsal schedule



Task 3: Reflective log & milestone recordings of work in progress (start and midpoint)



Task 4: Video recording of your final performance or MP3 (Music Technology only)



Task 5: Evaluation





## Unit 1 Frequently Asked Questions